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HIGHER EDUCATION COORDINATING BOARD

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March 28, 2003

TO: Student Employment Administrators
           Financial Aid Administrators
           Community Service Project Administrators
           Other Interested Parties

FROM: Betty Gebhardt, Associate Director of Student Financial Aid

SUBJECT: **Community Service Projects – Request For 2003-04 Proposals**

This memorandum announces the opening of the 2003-04 application cycle for the Higher Education Coordinating Board's Washington State Work Study Community Service Projects.

Many of you have read a recent report released from the Carnegie Foundation, "The Civic Mission of Schools." The report points out that "Americans have shared a vision of democracy in which all citizens understand, appreciate, and engage actively in civic and political life – taking responsibility for building communities, contributing their diverse talents and energies to solve local and national problems, deliberating about public issues, influencing public policy, voting, and pursing the common good. Americans know it is a rare and precious gift to live in a society that permits and values such participation." The report goes on to say that there is interest in increasing civic engagement, but no common ground about how this can be done effectively.

In one such effort, for over ten years now the Higher Education Coordinating Board has sponsored community service projects promoting civic engagement and service among students eligible for the Washington State Work Study (SWS) program. On top of continuing to meet major SWS program goals of helping needy students pay for college and gain relevant work experience, these projects are bringing colleges and communities together as they identify social problems or injustices and design civic-based approaches to addressing these issues. As a result, students anchor their own learning and secure a better understanding of their place in the world.

Caring for children in crisis, restoring salmon habitat, doing cross-cultural outreach, building community networks, and helping infants with disabilities master new skills, are just a sample of the inspiring examples of direct service envisioned by people like you to elevate the work experiences of eligible SWS students. But broader ideas, such as designing systemic solutions to enable students to learn through service projects in higher education and the community, also could be the aim of a project. Assembling a team of six to ten students and directing their talents toward making a community stronger makes attainable the things we cannot accomplish through individual student placements. And often, these efforts become prototypes or even lasting models for strengthening relationships between the college and community.

The attached Request For Proposal (RFP) provides detailed information about how to apply for funding for your Community Service Project. Selected proposals will receive funding to employ a group of work-study eligible college students. The fund is largely to pay student wages, but there is also a modest administrative grant. Proposals are due to the Board by Monday, June 2, 2003. The selection committee will meet in June, and notifications will be made by the end of July.

The attached RFP includes a more detailed discussion of the many project ideas considered appropriate for these proposals. In one, community habitat restoration may be a pressing need, while in another community low-income seniors might benefit from introductions to technology. A heavily urban area might benefit from a transportation education project; elsewhere a health concern or the need for early medical intervention might be more pressing. To provide a springboard for these ideas, we have also included a new "Community Contact Ideas" attachment in the RFP.

Experience indicates that communities are best served when they are authentically included in the planning process; these are often the kind of projects that communities adopt and sustain beyond the grant cycle. And, at the heart of any one of these projects are committed professionals, like you, who see the extraordinary opportunities for learning and citizenship that are available to SWS students involved in these projects.

We look forward to working with you to improve and expand opportunities for students to serve their communities. If you have questions about the projects, want to talk over ideas, or would like information about past projects the Board has funded, please call me at (360) 753-7852. Is there someone you think would like to know more about this opportunity? Please pass along this information, or contact Jeffrey Powell at (360) 704-4150 or jeffreyp@hecb.wa.gov.

BG:jp
Attachment

REQUEST FOR PROPOSALS

Washington State
Work Study Program
Community Service Projects
2003-2004

"Citizenship is a bond that holds potential to unite people of radically diverse backgrounds, ages, and viewpoints. It allows us to enter public life with equal dignity, no matter what our social or economic status."
--Civic Declaration from Kettering Foundation Paper, 1994

**DUE DATE:
JUNE 2, 2003**

Student Financial Aid
Higher Education Coordinating Board
917 Lakeridge Way
PO Box 43430
Olympia, WA 98504-3430

Washington State Work Study Program
Community Service Projects 2003-2004

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Community Service Model Projects

Program and Policy Purpose

Program Background. For over 25 years, the State Work Study (SWS) program has helped financially needy students pay for college and, whenever possible, gain work experience related to their career and academic interests. More than ten years ago, Congress allowed states receiving federal funding from the State Student Incentive Grant (SSIG) -- now the Leveraging Educational Assistance Partnership (LEAP) program -- to use up to 20 percent of the funding to promote opportunities for college students to serve in the community. With the State Work Study Program in place, Washington State was uniquely positioned to take up this challenge.

In the early years, the projects were of a pilot or demonstration nature. Gradually, an era of service took shape. President Bush's Thousand Points of Light, President Clinton's AmeriCorps -- and subsequent regulation of the Federal Work Study program to promote community service placements in general, America Reads, Family Literacy and America Counts all have taken root.

Today colleges are admitting students who have grown up doing community service. Prospective students are asked to document their community service as part of the admission process. Not surprisingly, when admitted, college students expect to find a way to put their service experience and commitment to work. In part this may explain why now, many years later, interest in community service and State Work Study projects continues to be strong. Year after year, exciting and meaningful ideas are proposed. Some come from very experienced faculty members or administrators; others come from those newly acquainted with the relationship between community service and academic theory and learning.

Program Policy. The Higher Education Coordinating Board (Board) has multiple interests in funding community service projects. The first is to provide opportunities for financially needy students to serve their communities while earning money to complete their education. Such projects provide the Board with an opportunity to compare the value of random community service placements to those that occur through a more formal structure. The projects help the Board compare the value of students conducting research and planning for the delivery of community service with the value of students performing direct service. Projects can create many opportunities for students to learn and demonstrate team and leadership skills.

College students are uniquely qualified to serve their communities for a variety of reasons. They are committed, energetic, and have flexible schedules. Often financially needy college students can understand first-hand some of the social problems within community service settings. They are well positioned to work with people who may have come from similar financial backgrounds, and can act as inspiring role models to those they serve. As these students work in community service settings, they assume responsibility for those they serve in sometimes difficult and always challenging circumstances.

The project concept adds structure for instruction, training, supervision, and reflection, which helps students develop as scholars and citizens.

It is important to design projects that benefit college students while also helping us discover all we can about "what works" for these students in community service settings. Equally important is the consideration given to those the students will serve, and the improvements expected in the community. A strong proposal will reflect consultation with the community and those to be served as a means of increasing the likelihood of lasting change.

Project proposals **must** employ a reflection or a "Service Learning" component. Experience indicates that students employed in a community service project where they keep a journal, participate in reflective discussions, or are involved in other forms of reflection experience a greater satisfaction with their employment, and a greater understanding of service in the community context. Exposure to classroom or reading materials about the ethic of service helps students make career choices while encouraging them to continue to serve once their college education is complete.

When evaluating an idea for a project, you might consider whether it will meet most of the following goals of civic education experiences. The goals are part of the recent Carnegie report quoted in the cover letter.

Will this project idea promote the development of competent and responsible citizens who:

- Are informed and thoughtful; have an understanding and awareness of public and community issues; and have the ability to obtain information, think critically and enter into dialogue among others with different perspectives;

- Participate in their communities through membership or in contributions to organizations working to address an array of cultural, social, and political interests and beliefs;

- Act politically by having the skills, knowledge, and commitment needed to accomplish public purposes, such as group problem solving, public speaking, petitioning and protesting, and voting; and

- Have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference.

Another important aspect of the Board's involvement in community service projects is to provide information to state and federal legislators and their staff as they develop public policy in this critical area. The streams of community service are many -- AmeriCorps, volunteers, seniors, other agencies such as the State Commission on National and Community Service, Employment Security, K-12, and many more. It is vital for higher education to forge a partnership with these groups. The Board is better positioned to participate when we have the information and research gained from these projects.

2003-2004 Cycle

New Projects: Those applying to fund a new project should follow the guidelines contained in this RFP. Projects will be scored on a competitive basis.

Second Year or Renewal Projects: On March 20, 2003, renewal projects received separate instructions. If you have questions or missed receiving this notice, please contact Jeffrey Powell at (360) 704-4150 or at jeffreyp@hecb.wa.gov

Projects that have received two years of funding: Projects funded in both 2001-2002 and 2002-2003 will not normally be funded for a third year. For 2003-2004 these projects may find a source of transition funding for student wages by consulting with the student employment administrator about using the 80 and 100 percent SWS reimbursement rates for off-campus community service placements. This option is an institutional matter and consultation with student employment or financial aid staff is required. SPECIAL NOTE: Institutions with expired projects are eligible to propose new demonstration projects.

Project Definitions

Community Service: LEAP and SWS program requirements allow not only direct service projects to be funded, but also those that include planning for the delivery of service or applied research about service -- as long as any approach is designed to improve the quality of life for residents of the community served. Particularly important are low-income residents in such fields as health care, childcare, education, literacy training, welfare, social services, public safety, crime prevention and control, transportation, recreation, housing and neighborhood improvement, rural development, and community improvement.

Service Learning and Reflection: Learning associated with the community service experience is often termed "service learning." In some ways, service learning is similar to other modes of experiential learning, such as cooperative education and internships. It is similar in that for each, the experience informs the learning; and conversely, the learning informs the experience. A distinction of service learning lies in the principle that the learning must be linked to social responsibility to bring about significant change. A more complete definition of service learning is provided in the Research Agenda for Combining Service and Learning in the 1990s:

> *"Service-learning is both a program type and a philosophy of education. As a program type, service-learning includes a myriad of ways that students can perform meaningful service to their communities and to society while engaging in some form of reflection or study that is related to the service. As a philosophy of education, service-learning reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way."*

The act of reflection is the connecting link between cognitive learning and experience. Reflection is a tool that helps students develop new understanding, skills, and knowledge from their service experience. Some examples of reflection are: weekly meetings to discuss and share experiences; keeping a journal or learning log; and creating drawings or other visual presentations that show experiences or lessons learned.

If you have further questions regarding how to integrate service learning and reflection into your project, you may wish to contact the Washington State Campus Compact at (360) 650-7554 or your institutional Campus Compact representative. Some institutions also now have an AmeriCorps person on campus specializing in the theory and practice of service learning.

Project Topic and Scope

The community service definition used for these projects encompasses a broad range of ideas. By way of example, in past years the Board has supported projects related to at-risk youth and early outreach efforts through the SMART, COMP, and MORE programs. The original model for all these efforts was the Adult Literacy Project initiated in the mid-eighties. The Board is still very interested in these areas, especially where an existing model can be improved upon or expanded to reach a different population. There are also other topics of Board interest. As examples, a list of Board-sponsored 2002-2003 projects is enclosed as Attachment A. If you are interested, you can request narrative descriptions of these projects. We also can provide lists of previously funded projects. Other ideas are outlined below.

- Literacy of elementary school students and adults; develop a partnership to supply tutors, researchers, and evaluators for helping struggling readers, or for linking college teacher education curriculum to methods of improved reading instruction.

- Environmental issues: such as reducing community environmental hazards or conserving, restoring and sustaining salmon habitats.

- First generation and ethnic minority outreach: including peer mentoring and providing cross-cultural bridges.

- Community health and mental health care: for example, providing independent living assistance and home-based or community-based health care.

- Elementary and middle school outreach: including improving the educational achievement of school-age children, rural education and higher education outreach.

- Dependent care: such as furthering early childhood development or working in some capacity with the elderly.

- Drug education and public safety and security: such as working to reduce violence, improve law enforcement and victim services.

As mentioned in the definition of community service, the scope of the project would not have to be limited to direct service. Planning and research related to one of the areas could also be a focus for a project. A proposal employing students to develop and produce an event for the benefit of the community, or employing graduate students doing surveys and research about integrating service in the curriculum would receive the same consideration as direct project placements in, for example, a food bank.

You are encouraged to develop proposals in cooperation with other institutional staff, local schools, and community agencies. In the past, successful proposals have been developed and submitted in cooperation with institutional multi-cultural centers, education, history, environmental, health and social science academic departments, and volunteer centers. Proposals should reflect the current thinking and research conducted on the chosen topic.

One of the most important aspects of each project will be the evaluation component. Information on the effect of community service on the students who serve and the communities served will help the Board further understand which types of settings and activities result in optimum student and community benefit.

Funding Components

Each project will be supported by two funding sources: 1) an allocation of SWS mixed with federal LEAP (Leveraging Educational Assistance Partnership) and SLEAP (Supplemental Leveraging Educational Assistance Partnership) funds for student wages; and 2) an administrative grant from SWS Job Location and Development funds (see limit noted below). The total project budget from these sources, including student wages and the administrative grant, may not exceed $35,000.

The allocation for student wages can pay 100 percent of the student's gross salary. It should be noted that the employers' share of student benefits are not covered by the wage allocation. Often these expenses are included in the project budget and are scheduled to be paid from the administrative grant. Actual student earnings will be reported by the institution to the Board on a student-by-student basis at the conclusion of the project. This will allow the Board to properly attribute the federal LEAP/SLEAP share of student wages.

The administrative grant, which can be no more than 15 percent of the total estimated student wages funded by SWS/LEAP/SLEAP, can be used to offset administrative costs for the project. For example, to purchase classroom materials; to cover transportation and special event costs; or to pay a portion of a professional staff salary in direct support of the project. The administrative grant is a separate contract, reimbursable on a monthly basis.

Proposal Elements and Content

Each institution is asked to submit <u>five</u> copies of its proposal containing the elements described below, accompanied by the Application Cover Sheet identifying the institution and the project director's name, signature, address, and phone number. The proposal narrative should be no longer than four to six pages, but can include attachments of research and documents that support the application.

1. **Mission:** The primary purpose of the project, including identification of the problem or need to be addressed, and a statement of philosophy including project goals and objectives. Discuss the probable effect of the project on the identified problem.

2. **New Project Development:** A description of how the project has evolved from an idea or a concept into a proposed project, outlining the following areas:
   a. Concept development including documenting <u>community</u> identification of need.

   b. Support of key participants including institutional departments, community members/agencies, and parental involvement. Letters of support from key participants are <u>required</u>.

   c. Work Study Student recruitment, orientation, training, and recognition plans.

   d. Describe in concrete terms expected results if the project is funded.

   e. Include a timeline of project activities.

3. **Service Learning and Reflection:** Describe how service learning is integrated into the project and what type of reflection techniques will be used. Refer to the definition of service learning and reflection found on page three of this RFP.

4. **Management and Structure:** Describe how the project will be managed. Any administrative staff involved in the project should be named with a full explanation of the title and qualifications of the project director. Address how other management responsibilities such as planning, staffing, organization, evaluation, and budget will be apportioned. Include a resume for the project director and/or any other supervising personnel.

5. **Student Staffing:** Describe the number and type of work study student positions developed for the project, and the estimated wages plus any in-kind match. To estimate wages, use the following method: # of students x $ pay per hour x hours worked per week x # of weeks per year. Explain how the positions will directly support the program purpose. Describe any way in which the project design promotes student leadership opportunities. If other students not funded through work study will be involved in the project, describe their roles (volunteers, mentors, etc.).

6. **Evaluation Tools or Model:** Describe the assessment and evaluation, which will be used to measure the impact of service on the college students and on the community.

   a. Students - Include any pre-test, post-test, or survey of student job satisfaction or career inventories. Describe any comparisons that might be conducted between regular work study students and those in community service projects.

   b. Service Recipients - Describe how the effect of the service will be reported by the community and assessed through the project.

   c. General Project Impact - Propose other measures by which the effectiveness of the project can be gauged. These may include objective and subjective methods.

7. **Long-Term Goal**: Because funding for projects can be assured for one year only, describe how the institution might expect the project to function or evolve after the end of the Board's special funding.

8. **Budget:** Describe the estimated cost of the project divided into standard grant budgeting categories such as student wages, personnel costs, supplies, travel, training, and direct administrative costs. Be sure costs of applications for Board funding do not exceed $35,000. Equipment purchases are not allowable with this type of state funding. The administrative grants are of a modest size and for this reason a line item for indirect administrative costs would not be encouraged. Indicate clearly which budget costs would be charged to the two individual funding components (administrative grant versus student wages). The itemized costs should clearly add up to the requested amount to be funded. Indicate if any of these items would be provided in-kind by institutional or other (non-Board) sources. This is not a required element but would strengthen the proposal.

9. **Student Job Description(s):** Provide a copy of the State Work Study proposed job description(s). Descriptions should include at least a job title, pay range, minimum qualifications, and educational benefit to be derived. A copy of the job description form can be obtained from your financial aid student employment office.

10. **Program Description:** Using the format in the example enclosed as Attachment B, develop a project description. If the project is selected and receives funding, this description will be one of the pieces used by the Board to answer local and national inquiries about the projects.

Project Time Line and Reporting Requirements

Submit <u>five</u> copies of the project proposal. ***Proposals are due to the Board by Monday June 2nd, 2003.*** Projects will be read and scored by a group of readers. Final selection of projects and notification of awards are expected to occur in July. Both those selected and those not selected will be notified.

Administrators of selected projects will receive an award notification along with project guidelines and copies of the administrative grant contracts. Project guidelines will include detailed requirements for both the mid-year and final reports. Mid-year reports for the projects will be due *February 2, 2004.* These reports are especially important for first year projects hoping to continue funding in a second year. Final reports will be due to the Board by *July 15, 2004.*

Based on the Board's recent evaluation of previous demonstration projects, there will be a specific reporting format that will capture more uniform information about all projects. This will assist the Board in future research and reporting about the model projects. As in the past, a student-by-student report of earnings and a summary of administrative grant expenditures will be a critical part of the report due to state and federal accounting requirements.

Agency Contacts

If you have questions about the process, want to talk over ideas, or would like information about past projects the Board has funded, please contact us.

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Community Contact Ideas

The State Work Study program (SWS) defines appropriate community service initiatives as those that target opportunities within community service organizations that are designed to deliver services to improve the quality of life for residents of the community. Particularly important are low-income residents, in such fields as health care, childcare, education, literacy training, welfare, social services, public safety, crime prevention and control, transportation, recreation, housing and neighborhood improvement, rural development, and community development. Community service placements are broadly defined to include direct service, planning, or applied research.

As part of our goal to see SWS funded Community Service Projects flourish, serve increasing numbers of people, and expand into new areas, we have compiled a small list of organizations that might stimulate your creativity in designing new projects in response to this RFP. This is clearly not an exhaustive list, but merely an attempt to help you connect with organizations that may inspire you. Thank you for being open to new possibilities!

Environmental Education Association of Washington: www.eeaw.org

AmeriCorps of Washington: www.nationalservice.org

Washington State Access to Justice: www.waaccesstojustice.org

Washington State Coalition for the Homeless: www.endhomelessnesswa.org

Washington Center for Consumer Law: www.consumerrights.net

Statewide Poverty Action Network: www.fremontpublic.org/advocacy/wrc.html

Washington State Child Care Resource and Referral Network: www.childcarenet.org

Bill and Melinda Gates Foundation: www.gatesfoundation.org

Washington State Work First program: www.wa.gov/workfirst

Vancouver Housing Authority: www.vhausa.com

Common Ground Washington: www.commongroundwa.org

Housing Assistance Council: www.ruralhome.org

Northwest Network for Youth: www.nwny.org

Office of Superintendent of Public Instruction: www.k12.wa.us

Washington Low Income Housing Network: www.wlihn.org

Washington Children's Alliance: www.childrensalliance.org

Washington Community Reinvestment Association: www.wcra.net

Washington State Office of Community Development: www.ocd.wa.gov

_____

Institution

_____   _____

Project Director   Title

_____   _____

Phone Number   E-mail Address

_____

Mailing Address

_____

City, Zip Code

_____

Fax Number

_____

Title of Project

_____   _____

Signature of Project Director   Date

_____   _____

Signature of Student Employment Administrator   Date

_____

Signature of Student Financial Aid Administrator   Date

RFP APPLICATION CHECKLIST

(Your application packet should include the following items)

1. ☐ Application Cover Sheet

2. ☐ Mission Description

3. ☐ Proposal Elements:

    ☐ Project Development Description

    ☐ Mission Identification of Key Participants, including Letters of Support

    ☐ Work Study Student Recruitment, Orientation, Training, and Recognition Plans

    ☐ Expected Outcome of Project

    ☐ Timeline of Project Activities

4. ☐ Service Learning and Reflection Description

5. ☐ Management and Structure

6. ☐ Student Staffing Description

7. ☐ Evaluation Tools or Model Descriptions

8. ☐ Long Term Goal Description

9. ☐ Detailed Budget (estimated cost of project)

10. ☐ Student Job Description(s)

11. ☐ Project Description (use format example in Attachment B)

HECB 03-04

**2002-2003 WASHINGTON STATE WORK STUDY/
FEDERAL LEVERAGING EDUCATIONAL ASSISTANCE
PARTNERSHIP COMMUNITY SERVICE PROJECTS**

Peninsula Community College
**Our Elders Tell Their Stories: Preserving North Olympic
Native American Culture Through Oral Histories**

Eastern Washington University
Cheney Community Outreach Partnership

Whatcom Community College
Internships in Education

Whitman College
Cross Cultural Outreach Program

Central Washington University
Developing & Using Scientific Research Skills to Solve Community Problems

Eastern Washington University
Students Offering Service (SOS)

Clover Park Technical College
Partners Achieving Learning Success (PALS) Middle School Tutoring Project

Seattle University
Alternative Dispute Resolution In King County

Columbia Basin Community College
Crisis Child Care

Washington State University
Students Engaged in Leadership, Learning & Service (SELLS)

Big Bend Community College
Sharing Learning Strategies With Others

Eastern Washington University
**Little Eagle's Nest and Beyond: Helping Infants & Young Children
With Disabilities Master New Skills**

Gonzaga University
Community Outreach Resource Peers For Service (CORPS)

Yakima Valley Community College
Cross Cultural Financial Aid Publications

Grays Harbor Community College
Koi Aquaculture

Peninsula Community College
Our Elders Tell their Stories:
Preserving North Olympic Native American Culture Through Oral Histories

Purpose   Peninsula College will develop a Native American student-driven model to assist in the preservation of Tribal oral histories, stories, and language in partnership with four Native American Tribes on the North Olympic Peninsula. Partners will include the Makah, Lower Elwha Klallam, Jamestown S'Klallam, and Quileute Tribes. Focus will be on video and/or audio interviews with Tribal Elders and Cultural Specialists from each tribe.

Description   Nine Native American students will participate approximately 10 hours per week for the 2001-2002 academic year. Two enrolled tribal members/students will come from each of the four tribes; one additional Tribal student will work as a student coordinator. Under faculty guidance, students will research, write, film and produce a video/documentary for each tribe. If time allows, students will produce and edit a single video/documentary for educational purposes that includes oral histories from all North Olympic Peninsula Tribes. Students will design, implement, and maintain a Web site that documents the project and its progress. Eventually, video and/or audio may be digitized and included, as the site evolves from a "progress" model to an educational electronic archive. Students will produce a two-page monthly newsletter for tribal and campus distribution. The focus will be on the oral history project itself, but information pertinent to Native students may be included at the students' discretion.

Benefits   At the end of the project, students will have performed an invaluable community service to their tribes by preserving cultural material that would otherwise likely have been lost to future generations. Under faculty guidance, students will have gained hands-on experience with professional quality video, audio, and editing equipment. They will have researched, written, filmed and produced a video/documentary for each tribe, and if possible, produced and edited a single video/documentary for educational purposes that includes oral histories, stories, and language from all North Olympic Peninsula Tribes. Students will have gained invaluable experience in designing, implementing, and maintaining a Web site that will document the project and its progress. They also will gain experience in print media production and editing by producing a two-page monthly newsletter that will document the project's progress, and is distributed on-campus and at tribal sites. Students will have earned significant wages toward their education at Peninsula College, while strengthening tribal/college ties, and receiving unique traditional learning experiences through discussions with Elders and Cultural Specialists.

Project   Dugan Brown, Tribal Outreach and Community Technology Centers Coordinator.
Directors   (360) 417-6431 or duganb@pcadmin.ctc.edu